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that he has not put it upon the market in separate form; experimental psychologists will hardly be attracted by a large volume of philosophical essays.

E. B. TITCHENER

Handbook of American Indians North of Mexico. Edited by F. W. Hodge. Pt. 2. Washington, Govt. Printing Office, 1910. pp. iv., 1221.

Antiquities of Central and Southeastern Missouri. By G. FOWKE. Washington, Govt. Printing Office. 1910, pp. vii., 116.

Chippewa Music. By FRANCES DENSMORE. Washington, Govt. Printing Office, 1910. pp. xix., 216.

The three works above mentioned are Bulletins 30, 37, and 45 of the Bureau of American Ethnology, published by the Smithsonian Institution. The first of them completes the very useful *Handbook of American Indians*, covering the letters N to Z. Dr. Wissler contributes an article on Psychology, the upshot of which is that we know practically nothing of the subject,—surely a strong indictment against those directors of laboratories who have Indian subjects within their reach; and Professor Boas writes, with more to say, upon Religion. There are many other articles of psychological interest in the volume.

The second Bulletin reports the results of mound-excavation in Missouri. The burial vaults found are a new feature in American archæology so far as concerns the region east of the Rocky Mountains. At least two different stages of culture are indicated; dates cannot be given, but the later stage may perhaps be connected with the Siouan Indians.

The third item upon our list gives the transcription and analysis of nearly two hundred Chippewa songs, collected in northern Minnesota. The author finds that rhythm is the essential part of the songs; words, and even the less important melodic progressions, may vary, but the rhythm is constant. The songs are classified as harmonic and melodic: as harmonic, if their accented tones follow the intervals of diatonic chords, as melodic, if their contiguous accented tones have no apparent chord-relationship: of 180 songs, 41 are harmonic and 139 melodic. The work is well illustrated with portraits, photographs of musical instruments, and cuts of the song-pictures.

J. FIELD

Examination of Prof. William James's Psychology. By IKBAL KISHEN SHARGA, Principal S. P. H. College, Srinagar, Kashmir. Allahabad, Ram Narin Lal, 1910. pp. v., 118. Prince One Rupee.

When the incoming graduate student is asked what books he has read, the first item on his list is likely to be James' *Principles of Psychology*. And when he is asked, further, whether he understands and can reproduce James' views, the reply is likely to be a cheerful affirmative. But if the enquiring professor go on to ask for James' conception of the psychological self, or for his view of the relation of mind to nervous system, or even for his theory of emotion, the situation may take on an aspect the reverse of cheerful; James' doctrine is not, after all, as clear-cut as it had appeared; passages from the book that seem to speak definitely in a certain sense may be met by passages that seem to speak, no less definitely, in another.

Some of these contradictions are real, some only apparent; and none detract from the greatness of James' achievement or offer a serious stumbling-block to the trained reader. Nevertheless, it is just as well that they be brought out into clear daylight; and the author of the work before us has done psychology a service in publishing the results of a thorough comparative study of James' text. Unfortunately, perhaps, he has combined the internal and the external methods of criticism; he is not content to find James inconsistent, or to show reasons for the inconsistency, but he

attacks, from the outside, some of the tendencies and principles of the Jamesian psychology. The two aims are entirely legitimate; but they are also distinct; and disagreement with a writer's general attitude may easily lead you to overestimate his slips, and to find contradiction where sympathy would have found only change of standpoint, or mere verbal discrepancy. In some instances, our author seems to have fallen into this trap; in most, however, he has his finger on real weaknesses in James' exposition.

The special points discussed are: the relation of brain to mind, the doctrine of the externality of sensation, the doctrine of the indivisibility of states of consciousness, the self as knower and as known, and James' theories of conception, emotion and volition.

S. POWER

An Adventure. By ELIZABETH MORISON and FRANCES LAMONT. London, Macmillan & Co., Ltd., 1911. pp. vii., 162.

The gist of the 'adventure' is this: On August 10, 1901, two English ladies paid their first visit to the Petit Trianon at Versailles. It was, of course, broad daylight; and the visitors, who were in good health, knew practically nothing of the history of the place. They nevertheless saw scenes and met persons of the time of the Revolution; 'Miss Morison' saw the Queen herself. On Jan. 22, 1902, 'Miss Lamont' visited the place alone, and had similar experiences. Subsequent visits, by both the narrators, passed off normally.

Ch. i. of the present account details the events of the various visits, the two authors writing independently; on the two critical occasions they did not see alike at every point. Ch. ii. gives the results of research: identification of the figures seen, the buildings and grounds passed and traversed, the music heard, etc. Ch. iii. answers some of the questions and meets some of the attempted explanations proposed to the writers by sceptical friends. Ch. iv. seeks to account for the whole set of experiences as the reproduction of a memory of Marie Antoinette's. On August 10, 1792, the royal family was penned up for many hours in the little room opening into the Hall of the Assembly; the Queen, exhausted and exasperated, sought a fleeting relief in recalling the simple pleasures and the country freedom of the Petit Trianon; as her thoughts wandered, incident after incident flashed upon her mind,—the incidents re-experienced by the two ladies, more than a hundred years later.

The publishers guarantee "that the authors have put down what happened to them as faithfully and accurately as was in their power;" the names appended to the narrative are the only fictitious things in the book. Now let conjecture do its work!

J. WATERLOW

The Concept of Method. By C. R. LOMER. *Controversies over the Imitation of Cicero as a Model for Style, and Some Phases of their Influence on the Schools of the Renaissance.* By I. SCOTT. Teachers College, Columbia University, New York City, 1910. Contributions to Education, 34, 35, pp. 99; v., 145.

Dr. Lomer's object is "to emphasise the strong necessity, in the educational theory of the present day, for an analysis of the process of experience itself, with a view to realising its organic character, to making apparent its implications, and to maintaining its ultimate reality, in idea, as the method of our existence." Educational theory has been largely occupied either with the materials of education or, from a purely formal standpoint, with special details of educational procedure. We have in fact, as the terminal aspects in the educational process, the materials that are selected as educationally valuable in the school course, and the child itself, with its impulses, instincts, activities and energies. The problem is, then, to see how these two elements are related in actual experience; to understand education as a method of giving form to the experience of the child. From